

Launceston Pre-School

Completed by Kate Stringer Pre-school Manager

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Theme/Possible Themes/Interests/Lines of Enquiry		All About Me / Celebrations Starting pre-school/new beginnings Meeting new friends Rules and routines Me, families, homes, community Feelings and emotions Harvest, Diwali, Bonfire Night, Remembrance Day, Hanukkah, Christmas Seasonal Changes – Autumn/Winter		Out of This World / Cause and Effect What is Earth Let's explore planets How do we make people feel, be kind always. It's okay to get things wrong, Motivation, keep on trying Chinese New Year, Mother's Day Easter Seasonal changes – Winter/Spring		Creepy Crawlies / Exciting Changes Taking risks Exploring the environment Habitats How far have we come, what have we achieved How much have we grown Where are we going next Father's Day Seasonal changes – Spring/Summer	
Key Texts	Fiction	Three Billy Goats Gruff Room on the Broom That's Not My Dear Zoo The Smelly Sprout Stick Man		Hairy Maclary We're Going on a Bear Hunt The Tiger Who Came to Tea You Choose We're Going on a Bear Hunt All Aboard		Elmer The Gruffalo Come on Daisy The Magic Train Ride The Rainbow Fish Giraffes Can't Dance	
	Non-fiction available	Newspapers Recipe Books Catalogues Magazines		Newspapers Recipe Books Catalogues Magazines		Newspapers Recipe Books Catalogues Magazines	
Communication and Language		<p>We aim to become confident communicators who can link up to 5 words together and use, pronouns, prepositions and plurals. who can understand why questions and form sentences of up to 6 words in both the past and present tense.</p> <p><u>Listening, Attention</u></p> <ul style="list-style-type: none"> • Listen for our names. • Sit for a short while and progress to even longer. • Can we listen to a story, recall it or give an alternative ending. • How many nursery rhymes can we learn? 					

EYFS Long Term Overview 2021-22

- What can we hear if we listen, can we repeat the sounds?

Understanding:

- Can we follow instructions from adult and then our peers?
- Can we discuss what happened and might happen next, what we would like to happen?
- Can we understand action words

Speaking:

- Can we use language to make friends,
- Communicate what we want or what we need
- Use makaton to help support our language as a group
- Be confident to ask questions, to pretend and imagine, share our thoughts and feelings.

- Understand how to listen carefully and why listening is important.
- Feel confident to speak to an adult about their needs, wants and interests.
- Engage in story times, non-fiction reading resources and nursery rhymes
 - Use feeling words and listen to the feelings of others.
 - Share their ideas and listen to the ideas of others.
 - Learn new words to describe their environment
 - Describe events in some detail.
- Show an understanding of action words and use them when talking.
 - Use talk in pretend play.
 - Talk about stories they have heard in more detail.
 - Explain how things work and why they might happen.
- Listen to stories and rhymes and be able to join in with repeated refrains.
 - Engage in non-fiction books.
- Listen to stories and retell them, perhaps make up an alternative ending.
 - Build up longer sentences, joining more words together.
- Build a wide range of vocabulary which they feel confident using.

EYFS Long Term Overview 2021-22

	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings, join in with Makaton
	ECAT group work	Focus group for children not achieving communication and language checkpoints. Building skills in listening, understanding and confidence with speaking.
	Letters and Sounds	Practice using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own.
	Story/song time	Learn new vocabulary, engage in and talk about books. Learn rhymes, poems and songs.
	Free play	Learn new vocabulary, ask questions, communicate their needs, wants and interests.
Personal, Social and Emotional	<p>We aim to become independent individuals who are able to separate from their main carer, enjoy new routines and begin to be independent in self-care. who has become increasingly independent and can make good choices about food, drink, exercise and tooth brushing.</p>	
	<p><u>Self Regulation:</u></p> <ul style="list-style-type: none"> Learn that others have feelings and that our actions may affect how others feel. Learn that our actions have consequences. Learn that our own needs cannot always be met and manage their disappointment when this happens. Follow and listen to what the adults says even when engaged in another activity. Lots of support and encouragement needed for the younger children. Awareness of behavioural expectations and boundaries, follow the day to day routines such as circle time. 	
	<p><u>Managing Self:</u></p> <ul style="list-style-type: none"> Take risks and keep persevering when activities don't go our way. Confidently share with others their own needs, interests' opinions with a familiar adult and later on, their peers. Show an understanding of why we need rules and how they keep us safe. Become confident in toileting and hygiene routines. Build an understanding of why we need to make healthy choices in regards to eating and drinking and why we need to take part in hygienic routines such as teeth brushing. 	
	<p><u>Building Relationships:</u></p> <ul style="list-style-type: none"> Plays cooperatively and take turns with others during play. Can separate from their main carers and come into the setting confidently.. Form positive attachments with known adults and friendships with peers. Be kind to others and listen and respond to the needs of others. 	

EYFS Long Term Overview 2021-22

	<ul style="list-style-type: none"> ▪ See themselves as a valuable individual. ▪ Build relationships with staff and children. ▪ Express their feelings and consider the feelings of others. ▪ Show resilience and perseverance in the face of challenge. ▪ Begin to manage their feelings in an appropriate way. <ul style="list-style-type: none"> ▪ Think about the perspective of others. ▪ Understand our needs can't always be met. <ul style="list-style-type: none"> ▪ Manage their needs. 	
	<p style="text-align: center;">Relationships:</p> <ul style="list-style-type: none"> ▪ Children's own family and family life. ▪ Safe Relationships – stranger danger, appropriate behaviour <ul style="list-style-type: none"> ▪ Looking at what makes us different. <ul style="list-style-type: none"> ▪ Making friends. ▪ Exploring feelings of loneliness. ▪ Exploring the emotion of happiness. ▪ Empathizing with characters from the story. How do they feel? <p style="text-align: center;">Health and Wellbeing:</p> <ul style="list-style-type: none"> ▪ Physical health and mental wellbeing – healthy living, healthy eating, hygiene. <ul style="list-style-type: none"> ▪ Growing up healthy. ▪ Keeping safe. Sun safety, road safety, stranger awareness <p style="text-align: center;">Living in the Wider World:</p> <ul style="list-style-type: none"> ▪ Talk about feelings of others. ▪ Celebrating birthdays and individual achievements or changes – new baby <ul style="list-style-type: none"> ▪ Remember presents and things they did on their birthday. <ul style="list-style-type: none"> ▪ Recall surprises in our own lives. ▪ Looking at the lives of others. 	
	Daily Routines	Self-registration, book voting, yoga pose voting, 'choose it, use it, put it away' when using resources, change into wet weather gear, use toilets independently, snack time, lunchtimes, getting ready for home, follow the class behaviour expectations, to be kind, safe and respectful.
	Small group activity	Build relationships with others, see themselves as a valued individual, take risks, give focussed attention and follow instructions.
Free play	Build relationships with others, see themselves as a valued individual, show resilience and perseverance, manage	

EYFS Long Term Overview 2021-22

		feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others
	Story Time	Experience, explore and talk about positive relationships, feelings and emotion, diversity
Physical Development	<p>We aim to become amazing athletes who is a confident climber, can catch a large ball and pedal a tricycle. who can move in a variety of ways when during play and use a variety of equipment appropriately. And a talented tool user who can develop manipulation and control, exploring new tools and different materials. who can safely experiment with one-handed tools such as scissors, tweezers, screwdrivers and knives.</p> <p><u>Gross Motor Skills:</u></p> <ul style="list-style-type: none"> • Pedal a bike confidently. • Throw and catch a large ball. • Move in different ways such as run, crawl and hop. • Climb steps using alternate feet. <p><u>Fine Motor Skills:</u></p> <ul style="list-style-type: none"> • Hold a pencil near point and show good control. • Uses scissors to make small snips in paper. • Uses a hammer to place nails into soft items • Uses a saw to cut thin pieces of wood. • Uses a variety of paintbrush sizes. • Uses a knife, fork and spoon appropriately and with care. • Thread beads and other small items. • Use a pencil to write some identifiable letters. 	
		<ul style="list-style-type: none"> • Further develop their confidence in exploring the setting and using their fine and gross motor skills. • Learn different ways of moving rolling, crawling, walking, jumping, running, hopping, skipping, climbing. <ul style="list-style-type: none"> • Develop individual ball skills • Further a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Develop fine motor skills during small activity work building muscles in their fingers, hands and wrists. <ul style="list-style-type: none"> • Confidently use the climbing frame and slide outside. • Develop an understanding of the effects of activity on our bodies and why we need to keep healthy, make healthy food choices and have good hygiene. • Learn that we can use movement to express ourselves.

EYFS Long Term Overview 2021-22

	<ul style="list-style-type: none"> • Develop the skills to pedal a bike confidently and negotiate the space around them. • Develop the skills to hold a pencil correctly and use it to form some identifiable letters. • Look at how much we have grown in a year and revisit why we need to make healthy choices and do exercise. 	
	Playdough	Refine skills and build important muscles in fingers, hands and wrist to help support the development of writing.
	Small group activity	Hold a pencil effectively, develop accuracy and care when drawing and writing. Refine and develop fine motor skills and use a range of tools competently and safely, combine movement, develop ball skills.
	Snack time	Hold and use a knife and fork correctly, understand about healthy eating.
	Free play	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination.
	Go Noodle/Yoga	Develop strength, balance and co-ordination.
Literacy	<p>We aim to become brilliant bookworms who can share a book with an adult and is beginning to have some favourites. who enjoys looking and listening to books and engaging in conversation about stories they have heard. And wow writers who can experiment with their mark making and is starting to give meaning to them. who shows more control in their mark making and is able to write some letters accurately.</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> • Listen to a story, understand the main storyline and consider what may happen next. • Listen to and join in with nursery rhymes • Retell a story and describe the main characters. • Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing • Use their knowledge and vocabulary encountered from stories and narratives in their play and discussions with others e.g. using characters and events in their role play. <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Make marks intentionally • Using mark making in their play, writing shopping lists, register, a doctor's note. • Identify the initial sounds they hear in words. • Write some or their entire name. • Begin to form some letters accurately. 	

EYFS Long Term Overview 2021-22

	Small group activity	Learn and practise new vocabulary, listen and talk about stories, Make intentional marks
	Free play	Have the opportunity to create marks in different textures. Make marks for lists during play. Take on the role of story characters in role play.
	Phonological awareness	Orally blend and segment, identify rhyme, identify initial sounds in words.
	Story/Song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.
	Circle time	Self-register – recognising their name, sharing and celebrating our mark making.
Maths	<p>We aim to become masters of maths who is discovering numbers in play and enjoys counting in everyday contexts. who is confident counting up to 5 and likes to represent numbers using marks, symbols or fingers.</p> <p><u>Number:</u></p> <ul style="list-style-type: none"> • Enjoy reciting numbers from 0 to 5 • Learning, singing, using in role play and reciting number rhymes and stories. • Be confidence in putting numerals in order - 0 to 5 (ordinality) • Understand more or less. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <p><u>Shape, Space and Measure:</u></p> <ul style="list-style-type: none"> • Notice and correct an error in a repeating pattern. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Talk about and explore 2D and 3D • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 	
	Circle time	Counting, days of the week, months of the year
	Small group activity	Use mathematical language when drawing, counting and recognising numbers, naming shapes
	Free play	Using numbers during play, modelling bring me more, show me less. Making number lists, using money, talking about time. Recognising shapes in our environment.
	Story/Song Time	Number rhymes. Number stories.
Understanding the World	<p>We aim to become exceptional explorers who can explore natural materials and knows the things that make them similar and different. who can show respect and care for the natural environment and all living things.</p> <p>And compassionate citizens who can begin to be concerned for others and continue to make connections between the features of their</p>	

EYFS Long Term Overview 2021-22

family and other families. who can continue to develop positive attitudes about the differences between people, their religion and cultures.

The Natural World:

- Explore natural materials using all their senses.
- Explore differences in collections of materials.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Gain an understanding of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

People, Culture and Community:

- Enjoy learning about different cultures and celebrations from around the world.
- Be proud of who they are and celebrate their differences.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

<p>Harvest</p> <p>Talk about themselves, their home environment.</p> <p>Talk about the local area and community.</p> <p>Who are their friends and family.</p>	<p>Remembrance Day, Bonfire Night, Diwali, Hanukkah, Christmas</p> <p>Seasonal changes – Autumn Walk</p> <p>Use Beebots – basic operations</p> <p>Talk about the world they live in</p>	<p>Chinese New Year</p> <p>Seasonal changes - Winter</p> <p>What's in space? What is Earth? What are planets?</p>	<p>St. Piran's Day, Mothering Sunday, Easter</p> <p>Seasonal changes – Spring</p> <p>Growth and decay cycle.</p> <p>Science experiments, what</p>	<p>People who help us.</p> <p>Search for creepy-crawlies. Use magnifying glasses and binoculars. Can we introduce measurement to bugs?</p> <p>Seasonal changes - Spring</p>	<p>Father's Day</p> <p>Seasonal changes - Summer</p> <p>Look at their height chart and photo, how have they grown, how have they changed.</p> <p>What are their next big changes?</p>
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EYFS Long Term Overview 2021-22

	Measure their height, take a photo.	and their environment. Look at lights and colour.		might happen? Bath bombs, freezing water, Mentos in coke.		School transition.
	Circle time	Talk about things we have seen and done, places we've explored. Celebrate each other and special times.				
	Small group activities and free play	Learn and practise new vocabulary, create small world environments, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts				
	Story time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries/celebrations.				
Expressive Arts and Design	<p>We aim to become proud performers who can enjoy and take part in action songs and is beginning to sing along. who enjoys singing well known songs and can create their own, sometimes using movement to express themselves. And dynamic designers who can express their ideas and feelings using paint, dance and their bodies. who can choose the materials and resources to make their creations and express their ideas.</p> <p><u>Being imaginative and expressive:</u></p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Play instruments with increasing control to express their feelings and ideas. • Know and join in with a collection of songs, rhymes and dances and perform them as part of the class, groups and individually. • Introduces a story or narrative to their play. Drawing on experiences, stories and narratives used in class and beyond. Recounting, adapting and inventing stories and narratives • Joining in and acting out experiences with others. Keeping play going and considering others. • Create their own songs or improvise a song around one they know. <p><u>Creating with materials:</u></p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. 					

EYFS Long Term Overview 2021-22

	<ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and colour mixing. • Be proud of what they have created. 					
	<ul style="list-style-type: none"> ▪ Wax crayon rubbings. ▪ Print – fingers, stampers. ▪ Paint – use with different tools and on different surfaces. <ul style="list-style-type: none"> ▪ Malleable materials – use rolling pins and cutters, imprint, use mark makers, sculpt. ▪ Use felt tip pens. ▪ Model with construction kits ▪ Collage – stick ▪ Junk model – join with tape/glue and embellish ▪ Colour mixing ▪ Dancing – ribbons, freestyle ▪ Transient art – natural loose parts 					
	Faces, create Launceston display Messy play Small world toys Songs and rhymes	Music and dancing Diwali decorations Firework Crafts Christmas Decorations	Chinese dancing Different genres of music Can we create the solar system, make the planet earth.	Puppets Ring games Growth and decay pictures. Bubble painting	Occupation costumes Use tools effectively. Bug houses or bird feeders. Construction toys	Who do we want to be when we grow up Nature painting using feathers, grass, flowers. Card making

EYFS Long Term Overview 2021-22

	Musical instruments	Nativity role play Construction toys Messy play	Messy play	Water bomb paints. Card making Gloop/messy play	Messy play	Messy play
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